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AUTHOR Musil, Caryn McTighe
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ABSTRACT

This document reports on the evaluation of eight women's studies programs in the State University of Florida System. After reviewing the development of women's studies as a discipline, sections of the report cover measures of quality and vigor in women's studies programs, curriculum, women's studies programs as community builders on and off campus, women's studies programs and racial equity, and challenges to women's studies programs. Recommendations made to the State Board of Regents include: (1) a statewide organization for women's studies directors across the eight campuses; (2) an effective mechanism to support better coordination between women's studies offerings in community colleges in the system and the four-year institutions; (3) a process to review whether appropriate structures are in place at each institution to contribute to improving the climate for women students, faculty, administrators, and staff on campus; (4) additional faculty; (5) policy comparisons to avoid inequalities across the system; (6) stipends for faculty development in women's studies; and (7) better mechanisms for counting Full-Time Equivalents (FTEs) that will give due credit to women's studies programs. Three appendices provide: the consultant's vita, a list of women's studies academic offerings at each campus, and a list of women's studies program directors. (ND)

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ED 408 298

EVALUATION OF STATE UNIVERSITY SYSTEM OF FLORIDA

WOMEN'S STUDIES PROGRAMS

REPORT FOR THE FLORIDA BOARD OF REGENTS

Submitted by

Dr. Caryn McTighe Musil
Association of American Colleges and Universities

January, 1997

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FORWARD

In 1996, several of the institutions comprising the State University System (SUS) of Florida requested authorization to implement degrees in women's studies, both at bachelor's and master's levels. The Board of Regents, governing board for the ten state universities in Florida, entered into a debate as to the feasibility and appropriateness of these programs. Apart from the typical questions of cost, demand, and academic rigor posed in the normal process of reviewing requests for new degree programs, the Regents felt a more profound information gap with respect to women's studies programs. What were they all about? What did graduates of women's studies programs do with their degrees? Were degrees more appropriately offered at the bachelor's level, the master's level, or both? What was the range and quality of existing programs in the SUS, how did they measure up nationally, and was it appropriate to entertain more programs?

In order to answer these and other questions, the Office of Academic Program Review was directed to conduct a review of the existing offerings within the State University System. Dr. Caryn McTighe Musil, Senior Research Associate, Association of American Colleges and Universities, served as lead consultant to the SUS. It is her report, with an executive summary prepared by Board of Regents staff, which follows.

EXECUTIVE SUMMARY

Women's studies is an academic discipline that seeks to add women's lives, culture, and history, in all their complex multiplicities, to a curriculum that had largely dismissed such knowledge as having any intellectual value. Women's studies questions *what* (feminist scholarship) is taught and *how* (feminist pedagogy) it is taught. Women's studies asks, "What implication does gender have on core intellectual assumptions, methodologies, and teaching practices?" It is an entirely new body of knowledge, a critical framework for evaluating older bodies of knowledge, and a vehicle for engaging in dialogue and debate about competing truths. Students who choose women's studies as a major or simply enroll in women's studies courses have the same employment opportunities as other liberal arts or sciences graduates.

During a four-day visit to Florida, Dr. Caryn McTighe Musil of the Association of American Colleges and Universities, met with the women's studies program directors, university administrators and a student to evaluate the status of the System's eight women's studies programs.

Women's Studies in Florida

The women's studies programs in Florida are comparable to those in other statewide systems in New York, Pennsylvania and California in terms of rigorous curriculum, dedicated and qualified faculty, and program innovation.

Florida's women's studies programs range from very mature to just developing, with academic offerings ranging from tracks to master's degrees (see chart in appendices). The University of South Florida's program in women's studies was established in 1972, the same year in which the first women's studies program was created at San Diego State University. Through the years, SUS institutions have provided various levels of support to women's studies programs through full or partial faculty and administrative lines, office space, and modest budgets. Some universities have been able to secure external financial resources, which has expanded program capacities immensely.

Measures of quality and vigor in women's studies program include respect of academic colleagues, growth, curriculum and meeting students' needs.

Curriculum

Almost all SUS programs offer required introductory courses, including one on feminist theory which typically orients students to the larger frameworks undergirding women's studies as a field. 88% of women's studies courses are cross-listed, thereby strengthening the interdisciplinary nature of women's studies programs.

Faculty

Although more faculty members with women's studies expertise are being hired, there is no overall coordination that guarantees adequate representation of appropriate disciplines.

The data collected for the self-study reports revealed that women's studies programs have a much higher percentage of women of color teaching in their program than there are in the respective universities as a whole, ranging from a low of 10% to a high of 25%. It suggests that women's studies is one of the academic areas that may address race in significant and consistent ways, allowing students to learn more about how to engage productively with racial differences.

Student-centered focus

Overall, the Florida programs demonstrated a great investment in students, in terms of a concern for high teaching standards within courses, of encouraging student aspirations both intellectual and professional, of personal attention to each student's development, and of providing opportunities for student leadership.

Another characteristic that repeats a national pattern is the catalyst that women's studies programs provide on their home campuses to ensure that their institution meets the needs of women students, faculty and staff. Florida women's studies programs initiate and collaborate with others to offer the myriad of public programs such as speakers, films, symposia, and mentoring workshops.

Program development

Given the quality and variety of existing activities in SUS women's studies programs, it is natural and appropriate that institutions explore new program development provided that resources are sufficient.

Concerns

The following are some of the issues of concern that emerged during the evaluation:

- identifying women's studies students since the registrar does not track them unless they are declared majors in a women's studies program
- identifying women's studies majors and minors earlier since for many students, women's studies is a "found major"
- tracking of graduates
- securing more expanded funding both internally and externally

- establishing guidelines for women's studies courses
- having little or no control over hiring faculty, which results in under represented disciplines within women's studies.
- dependence on other departmental hires to build programs
- establishing structures to meet women students, faculty and staff needs so that women's studies programs can focus on developing their academic programs
- existence of institutional barriers that discourage interdisciplinary work

Recommendations

Recommendations for the Board of Regents and universities in regards to women's studies programs:

1. Develop a statewide organization with modest funding for women's studies directors across the eight campuses to link, coordinate, share strategies, and foster faculty development and student opportunities. Consider designating a particular campus to initially coordinate this organization and its meetings. Decide later if the responsibilities should be rotated.

2. Develop effective mechanisms for better coordination between women's studies offerings at community colleges, where few or no women's studies courses are offered, and the state universities through faculty development, faculty exchanges, development of women's studies at the first- and second-year levels, and more interaction and coordination between the two sectors.

3. Review institutional structures that contribute to improving the climate for women students, faculty, administrators, and staff on campus. For instance, are there women's centers, women's commissions, day care centers, flexible work time and parental leaves, clear sexual harassment policies, and processes to hire women in under represented disciplines?

4. Consider, where appropriate and necessary, adding a faculty line or two beyond the line granted in some programs to women's studies directors to ensure that every women's studies program has the ability to develop their academic program in ways commensurate with their institution and its goals. Where a full line is not possible or warranted, be sure that women's studies directors have some allocated funds that permit them to "buy" faculty time so a given faculty member can be released by his or her chair to teach a women's studies course and another faculty member can be hired to teach the departmental course.

Consider funding for a Visiting Women's Studies Scholar who might be shared either regionally or statewide to expand and deepen the offerings in women's studies, offer a series of public lectures, or provide research opportunities for students.

5. Encourage the chief academic officer at each institution to make policy comparisons with comparable programs and peer institutions to avoid what appear to be some inequalities across the system and note where support could be equalized.

6. Encourage academic administrators to make summer stipends available for faculty development in women's studies.

7. Consider mechanisms that will allow more exceptions to the 120 hour limit, for programs such as women's studies and others that are not offered widely -- or at all -- in community colleges.

8. Develop a better mechanism for counting FTE's that will give due credit to women's studies programs. Find a way to share credits, link FTE's to programs as well as faculty line originations.

I. INTRODUCTION

In his best-selling book, *The Closing of the American Mind* (1987), which criticized the democratization of American higher education, Allan Bloom stated with a hint of nostalgia, "In 1955 no universities were better than the best American universities in the things that have to do with a liberal education and arousing in students the awareness of their intellectual needs." During the decade Bloom cites as the pinnacle of excellence, there was in higher education de jure segregation in the South and de facto segregation almost everywhere else; the percentage of women attending college had sunk to the lowest since the 1920s; there were enforced quotas on the number of Jewish students admitted; few older adults were encouraged to go to college; and many institutions had purged their faculty members and administrators whose progressive politics made them suspect in the era of McCarthyism.

In that same decade, the State University System of Florida began to formulate a vision for higher education in direct conflict with Bloom's. Believing that equal access to education would not diminish excellence but on the contrary enhance it, the SUS founded the University of South Florida in 1956, the first of seven additional state-funded baccalaureate institutions the state would establish in the intervening decades. The ten universities are now complemented by twenty-eight two-year institutions integrated into the state-funded higher education system over the past three decades. Because the democratic promise of equal opportunity economically is tied increasingly to postsecondary education in our post-industrial nation, the state's commitment to opening up access to education while vigorously maintaining academic standards mirrors a similar national trend that took root in the sixties. Today higher education is one of the most

important resources for our own citizens and for people around the globe who choose to come to the United States for their education.

The national profile of U.S. college students has altered dramatically since Bloom's vaunted fifties. The majority of students (54%) are female; people of color represent 24% of students; 40% of students are over twenty-four years of age; and most students today are the first in their generation to attend college. Demographics, however, is not the only change in the academy. The last half of the twentieth century has witnessed a knowledge explosion, sometimes directly related to the new faces and intelligences on campus, sometimes simply paralleling those dramatic shifts. The new knowledge has grown up alongside the earlier bodies of knowledge, spawning new programs, areas of study, and vocations. In some cases, the new knowledge has modified earlier understandings; in others, it has displaced older ideas entirely.

One of the fastest growing among the new fields is women's studies. Its growth coincides with the growth of new universities in Florida, so it comes as no surprise that many of the women's studies programs in the state are among the oldest in the country at large. Designed to capture the best of traditional education and yet create a state system that also would prepare Florida's citizens for the bold new world of the twenty-first century, the SUS nurtured among other new academic programs the emerging field of women's studies. This report to the Board of Regents of the State of Florida is the result of preliminary conversations with Dr. R. E. LeMon, studying self-evaluations from the eight women's studies programs in the state, reading additional relevant material provided by the SUS program staff, and a four-day visit during which the Consultant met individually with the Directors of each of the women's studies programs in the state along with key administrators.

The report is divided into four major sections: the introduction; a section on women's studies nationally explaining what it is, what students learn from it, and what students do with it; a section reflecting on the strengths and challenges of the eight women's studies programs in the SUS; and a final section with recommendations for the Board of Regents to consider.

II. WOMEN'S STUDIES: THE NATIONAL AND GLOBAL CONTEXT

A. A Statistical Profile

Women's studies courses began to be offered during the last half of the 1960s. In 1969, the first women's studies program in the nation was submitted for approval at San Diego State University and formally approved in 1972, the same year that the first women's studies program was established at the University of South Florida. The Florida Board of Regents approved it as a degree program in 1978. By 1973, there were 78 undergraduate programs nationwide; three years later in 1976, the year the National Women's Studies Association (NWSA) was founded, the number had catapulted to 276. A decade later in 1988, that number had almost doubled to 519. The last official count of programs by NWSA in 1990 listed 621 programs, a 20% increase. NWSA estimates that in 1996, there are 670 women's studies programs. More than 425 programs have formalized their course offerings as minors, certificates, or concentrations, while just under 200 offer majors in women's studies.

As stunning as the rapid growth of formal programs is, such data does not begin to capture how pervasive the new field is, even on campuses without formal programs. A 1984 survey by Elaine El-Khawas for the American Council on Education's Campus trends reported

that women's studies courses were offered at two-thirds of universities (68.1%), one-half of four-year colleges (48.9%), and one-quarter of community colleges (26.5%). Given the steady growth in programs, the percentages have undoubtedly climbed even higher in the past dozen years. More students, however, choose to take women's studies courses than to major in it. A college with only 10 majors, for example, might teach anywhere from 500 to 2600 students each year in women's studies courses. It is important, therefore, not to judge the educational value of a given program simply by counting the number of majors listed. Women's studies contribution to the overall educational mission of an institution is typically far more significant than can be demonstrated through numbers of majors or minors.

In the early days, women's studies courses were just that: a collection of random courses offered in departments scattered across the college. Formal programs were developed when the courses were organized into a coherent pattern and overseen by someone with administrative responsibility for monitoring existing courses and fostering new ones. As stronger programs evolved, they developed faculty lines of their own along with affiliated faculty, the latter always a distinguishing and generative part of women's studies programs. Because women's studies faculty are located in a wide variety of disciplines across departments, women's studies students learn how to make intellectual connections and comparisons that most departments cannot offer. It also means women's studies programs tend to converse and cooperate across the typical academic disciplinary divides that often isolate other departments. Elizabeth Minnich in *Liberal Learning and the Arts of Connection for the New Academy* (AAC&U, 1995) sees such structural developments as evidence of an emerging new academy. She writes, "We believe our diversities, from the benign to the most viciously inequitable, are resources for liberal learning in a nation

with aspirations to democracy. . .We are looking for ways to open spaces for more relational thinking, and for more inclusive courses, teaching, scholarship, and action." It is that relational imperative both in women's studies content and structure that causes women's studies to be such a valuable resource to higher education as it rethinks its mission in the light of our interdependent, multicultural world.

By formalizing women's studies programs, it guaranteed an institutional locus of scholarly expertise and greater quality control over program offerings. By 1980, women's studies programs had established enough self-standing women's studies courses that they could turn their attention to reaching out to traditional courses to incorporate the scholarship of women and gender, in the process introducing a far greater number of students to new knowledge about women. Thus began what is still a continuing faculty development initiative that challenges every discipline to grapple with the implication gender has on core intellectual assumptions, methodologies, and teaching practices. During the eighties, women's studies programs also consciously sought to incorporate more women's studies offerings in general education courses so that more students would be exposed at an earlier stage to women's studies as a field.

Predictably, the newly educated undergraduates in women's studies and the burgeoning production of scholarship about women and gender stimulated new programs at the graduate level as well. NWSA's *Guide to Graduate Work in Women's Studies (1991)* reported that in 1986, the first year graduate programs in women's studies were tracked, there were 23 graduate programs. By 1991, that number had tripled in just five years to 69. The second edition of NWSA's *Guide to Graduate Work (1994)* lists 111 graduate programs which represents a 60% increase in three years or approximately 14 new programs per year since 1986. As in the growth

of the undergraduate programs, most graduate programs are offered as minors or concentrations taken within doctoral study in a traditional discipline. In 1990, only a handful of institutions offered an M.A. in women's studies, one of the oldest being the Master's in Women's Studies and Public Policy at George Washington University. Increasingly, however, self-standing master's level work in women's studies itself is being offered in geographically diverse institutions like the master's in women's studies at Ohio State University, University of Alabama, University of Northern Iowa, Rutgers University, and San Francisco State University. Others offer an M.A. in women's studies through Liberal Studies programs or interdisciplinary programs like those at Harvard University or the University of Iowa. Still others offer a master's degree in women's studies through specified disciplines like the M.A. in women's studies through American Studies at the State University of New York at Buffalo or the master's in women's history at Sarah Lawrence. A handful of institutions now offer Ph.D. programs in women's studies such as those at Emory University or Union Graduate School, but most other Ph.D. programs are individually designed by the student.

What took root in the United States also took root in higher education institutions around the globe. Although no country matches the number or variety of women's studies programs in the U.S., women's studies is now offered in hundreds of countries with special strength in Europe, Canada, India, South Korea, Japan, Australia, the Caribbean, and South America. There are emerging programs in the former Soviet Union, several African countries, and some Southeast Asian countries. A variety of international women's studies conferences attest to the vibrancy of the field. Predictably, the nature of the scholarship is altering because of the new questions and perspectives posed by other countries, especially those in the Third World. The

United Nations series of conferences on women has given testimony to the robust international women's movement in general, which in turn has found its academic voice within women's studies programs in the academy.

B. What is women's studies anyway?

Put simply, women's studies is an academic discipline that seeks to add women's lives, culture, and history, in all their complex multiplicities, to a curriculum that had largely dismissed such knowledge as having any intellectual value. In addition to expanding the base of knowledge upon which the academy depends for the integrity of its academic disciplines, women's studies also organizes its investigations using the concept of gender. Gender is understood to refer to definitions about men and women created by a variety of societal forces that alter over time and place and yet serve as the justification for determining differentials of power and opportunity. In the nineteenth century, for example, Harvard male scientists, among many others, argued that educating women would jeopardize women's ability to bear children, shrink their mammary glands, and shrivel their uteruses. Social definitions of gender also decreed in that same century that middle-class white women possessed too delicate a constitution for labor save as mothers, housewives, governesses, or writers. In this same period, however, notions about gender differed by class and race which resulted in quite different definitions of womanhood applied to working class women in factories or slave women working in the fields.

It is just such juxtapositions revealing the full diversity of women's experiences and the complicated ways women themselves can oppress each other that has contributed to the rich scholarship that has characterized women's studies over the past three decades. The recognition

both of the commonalities among women as a group as well as the sharp differences existing between groups of women has led women's studies to be a particularly valuable academic field today as higher education wrestles with how to help students negotiate differences both between groups and within a single group as students seek to understand their common humanity in our multicultural global community.

In addition to altering what the academy had previously regarded as complete by adding an enormous body of information about half of the human race, women's studies provides students with new intellectual and critical frameworks with which to view all knowledge. A national report, *A New Vitality in General Education (1988)* singled out the special intellectual rigor of women's studies, "Women's Studies' questioning of accepted explanations of topics and problems has motivated an emphasis on accurate development, analysis, synthesis, and theory building." A young woman who was about to graduate from New York University Law School explained recently that she had been a double major in both women's studies and political science while an undergraduate at Tulane University. "Women's studies prepared me far better for law school than political science did because it gave me the critical skills I needed to pose tough questions." The fact that women's studies challenges students to rethink all they have learned prompted one student at Old Dominion University to quip, "I felt like I had a completely new brain."

Students in women's studies courses, then, are not simply gaining new information about women, but are positing and answering fundamental questions about human existence and the social structures and political solutions we have created. How applicable to both men and women, they might ask, are medical studies about heart disease when the only people in the study

are male? How could we restructure that scientific study to generate remedies that would be valid for both men and women? When there are wars in Africa, who are the refugees and what happens to them if they are female? How do literacy rates differ by gender and what programs have proved the most effective in reaching women? When legislation was passed largely eliminating legal defense programs, who felt the greatest impact? If the modern period of Eliot, Joyce, Faulkner, and Hemingway has been characterized as one of alienation, loneliness, disillusionment, and despair, how is the Harlem Renaissance explained and the emergence of the women's movement that brought women the vote, access to higher education, and new vocational opportunities? Do women by virtue of their socialization bring a new dimension to management in business or resolving conflict as police officers? If so, what is different and how might it assist running more productive work forces and reducing violence?

Critics of women's studies have recently sought to discredit it by labeling it as "oppression studies" or "a grievance industry." It certainly does pose questions trying to uncover the mechanisms that have led to the historical inequalities that have prevented women from having the same opportunities as men economically, socially, and politically. Such investigations frequently produce discomforting revelations and can lead some students to become champions of social change. Women's studies also empowers both male and female students with a new sense of women's historic agency in the world, as creators of culture and builders of communities, as active philanthropists and brave-hearted pioneers, as sources of strength and resistance in a world that has historically committed shameful violence upon communities of color.

It differs from many traditional disciplines because it is unabashedly value-centered, poses tough-minded ethical questions, and confronts students with, as the University of Colorado's women's studies program put it, "knowledge inconvenient for students to know." It was no surprise to those who teach women's studies to read in *The Courage to Question: Women's Studies and Student Learning*, a national study assessing the impact of women's studies on student learning, that women's studies students debate issues far more frequently both in and out of the classroom than do students in non-women's studies classes. The differentials ranged from 21% to as high as 25%. Students in that study repeatedly affirmed that women's studies professors presented, prodded, and welcomed divergent points of view in women's studies classes. Rather than a monolithic classroom where a single ideology is professed, women's studies classrooms are typically robust in their questioning of society, unexamined norms, and untested assumptions.

Finally, women's studies has always questioned not only what is taught, but also how it is taught. As such it distinguishes itself from many traditional academic disciplines and therefore is open to misunderstanding because it values a link between the heart and the head, action and idea, feeling and intellect. They are not seen in opposition but rather in dialogue: informing, correcting, enlarging knowledge in the process. While critics portray women's studies as academically "soft," students in *The Courage to Question* argued that women's studies is *more* difficult because its subject matter challenges not simply what one thinks, but how one feels about what one thinks, and what one does because of what one knows.

How a course is taught, what women's studies professors call feminist pedagogy, is discussed almost as much as feminist scholarship. Women's studies classrooms are typically

more participatory, experiential, and structured to encourage student voice. They also seek to foster dialogue, create an arena in which to express disagreements, and challenge students to engage with difference. There is more attention in most cases to group work, spatial arrangements in the classroom, varieties in course assignments, and invitations to tie theory to one's personal experience. In a survey by the Association of American Colleges and Universities comparing eleven different majors, women's studies was rated the highest in ten out of fourteen categories that ranged from connecting different kinds of knowledge and exploring values and ethics to investigating important societal questions and designing assignments about personally significant questions.

Women's studies is, then, an entire new body of knowledge, a critical framework for evaluating older bodies of knowledge, and a vehicle for engaging in dialogue and debate about competing truths. It offers its own self-standing interdisciplinary programs of study while also connecting, as few other disciplines do, with almost every other academic area of study. Serving as a web linking many areas of study within the academy, women's studies also derives some of its most incisive intellectual insights because it lives on the margin. It offers new ways to connect intellectually and personally across difference and therefore offers higher education new models for preparing students to be boundary crossers, critical questioners, and engaged citizens seeking a more equitable society.

C. What do students do with a women's studies minor or major or graduate program?

When someone asked a Smith College women's studies major, "What can you do with a women's studies major?," she answered without pausing a beat, "Anything I want to." Although

most women's studies programs, like most other academic departments, do not track their majors after graduation, a few colleges do. One of those is Wellesley College. Scanning the first page of an eight-page document, women's studies majors became a managing editor, a naval officer, a director of public relations, assistant city attorney, a film administrator, a senior software engineer, a dentist, and an assistant dean of students. Perhaps Heidi Boenke, another women's studies major, captured best what the eclectic choice of vocations represents when she said, "I know now that what I 'do' with my women's studies degree has less to do with the content of what I learned. . .I learned that I can design my own studies, my own career, my own business, my own life." And that is just what women's studies majors seem to be doing.

In the most comprehensive national study available, Barbara F. Luebke and Mary Ellen Reilly, both of whom teach in the women's studies program at the University of Rhode Island, sought to answer the vexing question, "What do you do with a degree in women's studies?" Their book, *Women's Studies Graduates: The First Generation (1995)*, worked with a pool of 89 women's studies graduates from 43 different women's studies programs. Each answered an elaborate questionnaire that permitted respondents room to explain their answers in some detail. As the Wellesley College list suggests, students in Luebke's and Reilly's study represented an array of career choices. In the sparse data provided by three of Florida's women's studies programs, the patterns emerging for women's studies graduates echoes what Luebke and Reilly discovered in their study, which groups women's studies graduates into four principal areas. The first grouping, like the Wellesley list, defies categorization and is therefore in a chapter called, "From Aviator to Union Organizer--A Potpourri of Occupations." Among respondents, one finds, literally, an aviator, a hospital foundation executive director, energy conservation manager,

minister, yacht broker, secretary, flight instructor, film-casing assistant, and self-employed cake designer. "As liberal arts majors historically have done," the authors write, "Women's Studies prepared our graduates not so much for a specific career but for the world."

The next group--health, social, and human services--which some might assume would be the career choice of most women's studies majors, accounted for only one-fourth of the 89 graduates in the study. Among these graduates one finds the director of a battered women's center and rape crisis program, a program associate at a human rights organization, a human services administrator, an HIV educator, a Planned Parenthood Clinic Coordinator, a nurse-midwife, and a medical student.

The third group--education and library services--also are familiar occupations for women but practicing these vocations at the college level like most of the students in this group are doing was an option few women contemplated until several decades ago. Some in this category are seeking to balance competing demands and desires like the graduate who is a part-time community college instructor and full-time parent. Many are graduate students training to be college professors; others are already in faculty positions or functioning as law librarians or college archivist. But there is also a pre-school teacher, a middle-school teacher, and a high school teacher.

The fourth and final group in law and government reflects choices that women's studies majors from the seventies would have been hard pressed to select. In 1971, only 7.1% of the law degrees awarded were conferred on women. By 1989, that percentage had grown to 40.8%. Echoing the sentiments quoted earlier by the Tulane women's studies major in law school, Eve Belfance, a practicing lawyer observed, "Women's Studies teaches you to deconstruct every idea,

every premise, every belief. This constant questioning and disciplined analysis has served me as an attorney because it is necessary for me to engage in rigorous analysis in order to do the work I do. I learned critical analytical skills and developed an ability to distill my thoughts into ideas, then express those ideas in a coherent fashion either orally or in writing. Those tools have proved invaluable to me professionally."

Luebke and Reilly conclude that their survey of women's studies graduates demonstrates that students can, in fact, do whatever they choose to do which might include occupations they might never have considered. They argue that women's studies proves a versatile degree because of its interdisciplinary focus and its attention to developing critical skills. They also insist that women's studies proves to be a powerful degree because it empowers students with a new sense of their potential. A University of Missouri student eloquently stated, "Women's studies provided me with the strength to never settle for anything that deprives me of all I am worth." And Lola A. Smith simply asserted, "The bottom line: The Women's Studies education I received was so important to who I am and have become that I can't imagine life without it." These last comments suggest that women's studies is not an ordinary major. It transforms and empowers as it teaches.

III. WOMEN'S STUDIES IN THE FLORIDA STATE UNIVERSITY SYSTEM

The good news for the Board of Regents is that the State University System has nourished a very fine set of women's studies programs in Florida. They are mature, strong, and staffed by a dedicated group of faculty. The curricular designs for the programs suggest intellectual rigor and

with one exception indicate they have stayed abreast of new developments in women's studies scholarship nationally and internationally. Several of the self-studies presented impressive longitudinal data indicating growth both in terms of the number of students served through women's studies courses and the number of courses offered. Among the eight programs are several that can compete with the best in the nation and almost every one of the eight had initiated a number of innovative programs, courses, or activities that would be instructive models for other women studies programs in the country. The Board should be proud of what the state has spawned. The SUS women's studies programs take their place proudly alongside several other notable statewide systems in New York, Pennsylvania, and California.

A. Measures of Quality and Vigor in Women's Studies Programs

As a prefatory remark to this section, it cannot be overstated how important support is to a women's studies program. Some of the support is outright financial resources. Other forms of support include cooperative administrative support that costs very little. One need only look at the growth and quality of the program at the University of Central Florida (UCF) after they decided to hire a women's studies director and secured a half time administrative position. The University of Florida (UF), well positioned as a major research institution, has aggressively sought external funds. Indirect costs (7%) from more than $2.4 million in grants supplement UF's State budget to support Women's Studies. Key administrative support at Florida Atlantic University (FAU) that was committed to strengthening the program and helping it grow has resulted in a unique and admirable women's studies program. Even the most modest internal allocations for administrative support (clerical staff, graduate student assistants, work study

students) for the program affects its capacities to create public programs, meet student needs, and sustain the community partnerships that so distinguish the women's studies programs nationally and in Florida.

Respect of their academic colleagues: It was striking with what high regard women's studies was held by the academic administrators who spoke with the consultant as part of the review process. The praise was repeated time after time. The Associate Dean of Arts and Sciences at UF commented on the respect she had for both the content and the operation of the women's studies program and underscored her remarks with, "Women's studies at the University of Florida is how a center should operate." The Provost at FAU thought so highly of the women's studies program there that when a new Environmental Program was being established, he insisted that they model themselves after the women's studies program. Florida International University (FIU) said the women's studies program has many friends in the administration because it has done such a good job and is such a stable institution at the school.

Academic peer support was evident in figures from UF which has seen a significant expansion of participants in only a year's time when it held its yearly organizing retreat to plan the next year's activities. In 1995, 110 attended the retreat, an impressive enough figure in itself. By 1996, however, there were 270 who attended. Indicative of the high regard for the program at UF, the President opened the retreat and the Provost closed it.

At the University of South Florida (USF), they report that departments are now coming to women's studies requesting that their courses be cross-listed with women's studies because they recognize that such cross-listing helps their course draw students. Both USF and Florida State

University (FSU) also commented that in recent years, other departments have begun to hire more faculty with women's studies expertise. At USF the number in the sociology department has grown from one to four. Several of the programs, like UCF and FSU, also have very strong ties with their campus Honors Programs, usually a program that links with only the best academic and teaching units.

Growth: In the material provided for the review, a number of the programs compiled data that revealed the steady and sometimes spectacular growth of a program. This was true for some of the smaller, more modestly funded programs such as the minor at UNF to the older, stable program at FIU. In 1992-93, for example, UNF offered 5 courses serving 188 students. By 1995-96, the course number had almost tripled to 13 and the number of students served to 317. At FIU, in 1984-85, they offered 14 courses serving 314 students; ten years later they offered 53 courses serving 1,182 students. A larger institution like UF estimates that it serves 2,000 students per year. One area of significant growth at UF is the number of students seeking graduate certificates in women's studies which has grown from 8 to 29 in a three-year period. At FAU, one of their areas of impressive growth is visible in the number of undergraduate certificate students attracted to the program. In 1991, there were 85 students enrolled in the women's studies certificate program and 16 students were awarded certificates. Five years later, the number of students enrolled in certificate programs more than doubled to 190 and 56 will be awarded certificates. As mentioned earlier, it is important to look at a number of growth indicators to get the most accurate picture. At UCF, for example, the number of minors

remained steady at 6 for a two year period but the number of students who chose to take women's studies courses jumped from 1,210 to 1,700 in that same period.

Another indicator of vigor is the developmental growth of a program over time. In almost every case, one could see evidence that the line had not flattened but continued to move upward by indicators that suggested growth in program offerings. It is because of such growth that the Board of Regents has received as many applications from women's studies programs for approval of new degrees or special programs. UF, for example, one of the older programs established in 1977, began by offering a certificate, by 1989 had an interdisciplinary major, by 1993 received a line for its director and established a women's studies graduate certificate, and has now begun to make a series of joint-appointments in women's studies and other disciplines. In 1994, Women's Studies received Type II research center status from the BOR and, in 1995, initiated a concentration in women's studies within various pre-existing Ph.D. programs at UF.

Similarly, the oldest program in the state and one of the oldest in the nation, USF, was established in 1972. Its core faculty had increased to six by 1987 which allowed it to offer the first, and for some time, the only B.A. degree in women's studies in the SUS. By 1992 it was granted full departmental status, and by 1996 has received permission from the Board of Regents to plan its M.A. program in women's studies.

Curriculum: One of the greatest obstacles for women's studies programs nationally is securing control over what they can offer, how often a course can be offered, and whether the person teaching it has the proper academic credentials. A source of women's studies strength has a double-edge which typically surfaces over curricular questions. Women's studies programs grew

very quickly because they were quite inexpensive to initiate, relied on the existing academic expertise within a given institution, and relied on the diplomatic skills of the women's studies directors to persuade departmental chairs to release a specified faculty to teach a women's studies course, either one with a women's studies prefix, or more typically a course within a departmental offering that counted as a women's studies course.

Although there are areas where the Board should seek remedies (see recommendations), for the most part, the women's studies programs have gradually carved out very rigorous programs that rely on a predictable set of introductory core courses, sequence their other offerings in logical ways, and demand that students take at least three disciplinary areas. Almost all offer--or will soon offer--a course in feminist theory which typically orients students to the larger frameworks undergirding women's studies as a field, and a number of the programs have very self-consciously integrated courses that introduce students to the intersection of race and gender. USF with its women of color concentration is the exemplar here, both for Florida and for the nation.

There is, however, a clear correlation between the degree to which a program has control over its faculty and the kind of programmatic directions women's studies might opt for. One of the strongest, most carefully thought out curriculums in the state is at USF, the oldest program in the state but more importantly, the only department in the state and even more importantly, a program that has its own departmental lines. When they decided that helping students understand the interconnections and disconnections between gender and race, for example, was a program priority, they could hire faculty accordingly and develop a program of national stature on just this topic. They are also the program with the highest number of minority faculty: 33% of

their core faculty are women of color. Recently when this same program wanted to move to make science a larger component in women's studies in keeping with the development of the scholarship nationally, they did not have to wait until a biology department decided to hire a faculty member interested in this subject. The women's studies department at USF simply hired a plant biologist on their own and like UF will be leading the state in the development of science and women's studies. It is no surprise that less than 12% of women's studies courses overall in the system actually have a women's studies prefix to them. In stark contrast, 60% of women's courses at USF have a women's studies prefix.

Having some control over hiring faculty is directly linked to the kind of program that can be developed. To see the dilemma women's studies directors face one needs only to think of constructing a history department that is dependent on its offerings on whom other departments decide to hire. The chair of history might have to wait until the American Studies Department decides to hire someone with expertise in the nineteenth century before history can offer a course on the Civil War or the Industrial Revolution. Women's studies directors work hard to persuade departments to hire faculty with expertise in women's studies and sometimes their request is honored. FSU's director has even been invited to sit on some interviews with candidates. At UF, their women's studies program faculty are often asked to meet young potential women hires as part of the recruitment efforts which helps the state goal of increasing the number of women on the faculty. But frequently departments resist overtures from women's studies which forces women's studies to function within difficult academic constraints.

A sign of a maturing program is its ability to offer a clear set of options for students. The number of undergraduate minors, concentrations, and majors, as well as the emerging graduate

level minors and tracks and self-standing programs like the master's degree is another indicator that a program is sound. To achieve approval for such programs involves a series of peer reviews and proposals to the Board of Regents that relies on quality control along the way. The Florida women's studies programs demonstrate much activity of this sort over their collective 25 year history and particularly in the last eight years.

The consultant was asked to comment on whether there was some limit to the number of degrees and tracks and special programs in women's studies that might guide the Regents, some of whom were concerned about the number of requests that have been especially marked in the last five years. Such activity is a sign of health in the programs. It indicates the emerging maturity of women's studies as a discipline nationally and as a discrete academic program within the SUS.

Each of the proposals for new degrees should, of course, be subjected to the rigorous standards to which one would subject majors in English, chemistry, or communications, all of which are offered simultaneously around the state. Interestingly, none of the women's studies programs themselves saw the fact that there might be more than one graduate master's in women's studies, for example, as a competitive problem for their institutions. They pointed out that the Florida system is set up so that most students are geographically bound in terms of which institutions they attend. Moreover, as the average age of students in the U.S. grows older all across the nation, which seems to be evident in the Florida system as elsewhere, more students work while they attend school, and often have families to support, which means it is less likely for a student to be able to go to school outside of a given geographic district. Such patterns account for the distinct regional characteristics found in the system's institutions.

The Board of Regents should expect no single pattern that a given women's studies program will follow in terms of its programmatic development. It is not and will never be a linear process at each institution. That is, every program begins with a minor, moves to a major, then to graduate tracks, and then to an M.A. or Ph.D. One of the oldest master's programs in women's studies and public policy at George Washington University still offers only a minor at the undergraduate level. Each program's development will likely be influenced by the special mission of its institution (metropolitan mission at UCF or research at UF), its regional characteristics (different demographics at FIU vs. UWF), priorities determined by an institution's president (diversity at UCF or the Latin American initiative at USF), areas of faculty expertise (literature and the arts at FSU and UNF), and the energy and vision of its women's studies director and faculty. Each institution should be able to justify its choice to develop a particular programmatic direction and have the academic expertise and institutional resources to assure success.

Meeting student needs: One of the distinguishing features of women's studies programs in Florida as well as those nationally is their student-centered focus. Overall, the Florida programs demonstrated a great investment in students, in terms of a concern for high teaching standards within courses, of encouraging student aspirations both intellectual and professional, of personal attention to each student's development, and of providing opportunities for student leadership. Students were employed in women's studies programs, served in volunteer capacities for program activities, received women's studies sponsored scholarships, were assisted in securing internships, and were offered research opportunities. Such an investment fits in with the new

demands from the public as well as the new research in higher education (Astin, et al) that links faculty investment in students to overall student achievement. There is also research beginning to emerge that suggests there is a correlation between student retention and faculty involvement in the overall well-being of students while they are in school. This seems nationally to be especially true for students who are at risk.

Another characteristic of the Florida programs that repeats a national pattern is the catalyst that women's studies programs provide on their home campuses to ensure that their institution meets the needs of women students, faculty, and staff. Faculty in women's studies were instrumental, for example, in establishing a Women's Commission and Women's Center at FIU, an Office of Women's Concerns at FSU, a Women Faculty and Administrative Group at FSU, a Women's Caucus at UNF, and attending to such niceties as USF does each year by offering a reception to welcome new women faculty. Several of the programs sponsor a women's studies student organization and many of the programs include students as part of their governance structure. Others like FAU support several student organizations like Women on the Way, Now Action Team, and the Gay/Lesbian, Bisexual student organization. The clerical and non-professional staff are the group of women who seem to have the least formal structures to address their needs, a problem the Board of Regents might want to address System-wide.

FAU stands out as unique in the Florida system and among a handful in the nation because it has combined the dual function of a women's center and a women's studies program. It has a long history, as does a similar program at Metropolitan State University in Colorado, of successfully combining the two responsibilities. More typically a women's studies program performs many of the non-academic support functions of a women's center until the appropriate

structures can emerge, which is the juncture that UCF is in as they explore how to establish a women's center so the new director of women's studies can focus more fully on developing an expanded academic offering. Normally, women's studies programs continue to cooperate very closely with newly established women's centers and usually the women's studies director sits on the Board of the women's center. In a dramatic reversal of the usual relationship of a women's studies program spawning and supporting women's centers is the UNF whose women's center actually provides the funding for one of the courses offered in the women's studies program.

Florida women's studies programs also were in keeping with national trends through their initiation of and collaboration with others to offer the myriad of public programs for students, faculty, and staff that are one other way to be sure the needs of women are being met. Some of these programs are academic, bringing speakers, films, symposia to the campus; others are on sexual harassment or date rape; still others focus on career possibilities and are often co-sponsored with the career counseling center; several offer mentoring workshops for faculty going through tenure or coming up for promotion; and a few collaborate with staff on pay or family leave issues. It represents an often unacknowledged but deeply important civic contribution to the well being of the university and the people who spend their lives studying, living, and working there. Women's studies programs in Florida and elsewhere invest in this sort of citizenship far more than traditional departments do.

Even though women are a majority of the student body on almost every SUS campus and the latest data suggests that even UF will soon be majority female, existing university structures were not created to meet the needs of this new population; hence the importance of assisting institutions to discover more accurately what women students need to succeed academically and

professionally and how to meet those needs. Women's studies programs have played a critical role in working institutionally to accomplish both those goals.

B. Women's Studies Programs as Community Builders--On and Off Campus

As if launching a new interdisciplinary academic field were not enough, women's studies programs have distinguished themselves in the academy by understanding their deep connection to the community. Their self-definition has historically tied their academic raison d'être to improving the quality of life of women, so their programs have always sought to link the academic with the societal, the intellectual with the personal. As a model for students of how to prevent a rupture between the abstract and the practical, women's studies programs in Florida are deeply engaged in the "real" world. Their initiative in establishing partnerships with many community groups has been invaluable in creating more positive town-gown relations and in giving students greater access to the resources in the community.

The amount and variety of involvement is truly staggering. The consultant cannot imagine a traditional academic discipline able to match such engagement with community groups. The range is stunning, from the Florida Commission on Women to the Governors Task Force on Domestic Violence, from art museums to dance companies, from battered women's shelters to environmental task forces, from the American Association of University Women to the League of Women Voters. In partnership with other groups, they offer the public conferences, symposia, film series, reading groups, art series, and women's history month celebrations. As one example of what was repeated in many different ways in almost all the women's studies programs in Florida, FSU collaborated with other departments within the

institution and groups outside of FSU to produce a semester-long series of events, *Celebration of Women's Voices in the Arts*, in the Spring of 1995, involving the School of Theatre, Music faculty and students, Dance and English Departments along with the Museum of Fine Arts, a slide lecture by Faith Ringgold, and a residency by the Urban Bush Women, an award-winning African-American female dance company. Events were held on and off-campus and drew on the strengths of the women's studies program at FSU and the considerable energy of its director.

Women's studies programs help create new structures such as UCF did with the establishment of the Central Florida Consortium on Women's Issues and Women's Studies. University of West Florida (UWF) sponsors a group called "The Resisting Readers" which brings together faculty members from UWF and Pensacola Junior College along with students and community members. FIU is now in its 15th year of offering an annual women's history month conference which features more than two dozen faculty and graduate student research presentations and last year drew more than 300 participants, including community residents. Such partnerships in the community provide invaluable public relations for each of the universities in the system.

C. Women's Studies Programs and Racial Equity

Women's studies programs nationally have been one of the focal centers on campuses for contributing to the overall societal goal and educational mission of racial equity. The Florida programs seem to be donning that role for the SUS as well. In addition to offering new courses on race and gender in core courses as well as in special concentrations like that at USF, women's studies programs draw women of color in disproportional numbers to teach in the program.

While the women of color come from many different disciplines, it was a noticeable pattern emerging from the data collected for the self-study reports that women's studies programs have a much higher percentage of women of color teaching in their program than there are in the respective universities as a whole. In six of the eight programs, the percentages were two to three times higher than the percentage of women of color on the faculty as a whole. Women's studies programs in Florida ranged from a low of 10% to a high of 25% minority women teaching women's studies courses. The percentage in the SUS overall is 5-6% at six of the eight campuses, 7% at the seventh, and 12% at the eighth. At USF, 33% of their women's studies core faculty are women of color and 25% of their affiliated faculty, an institution with only 6% minority women overall.

This striking statistic is significant in a number of ways. It suggests that women's studies provides an academic home for many women of color on the faculty which may have an influence on retention rates. It also suggests that women's studies is one of the academic areas that addresses race in significant and consistent ways which implies that women's studies is on the cutting edge of new scholarship that seeks to look at how differences intersect and therefore is likely to be a place where students will learn more about how to engage productively with racial differences among other kinds of differences. Given the shifting demographics in the state of Florida and the nation as a whole, this is an important contribution from women's studies to higher education's overall mission. Although data was not collected that could confirm this speculation, the consultant would assume that a similarly disproportionately high number of women of color take women's studies courses than are in other traditional disciplines. That is a pattern suggested in women's studies programs nationally.

In addition to the courses investigating race and the minority women on its faculty, women's studies programs also demonstrated a pattern of collaboration with other campus diversity efforts outside of women's studies. At UCF, for example, there is a very close partnership between women's studies and the Diversity Office. An analysis of women's studies offering revealed that more than 14% of women's studies courses are from area and ethnic studies departments. The public programming offered by women's studies was filled with speakers, films, artists, and subject matter that highlighted people of color. At FIU, they also have been recognized as a resource for organizing activities for the United Nations Platform of Action which grew out of the four U.N. Conferences on women that have occurred over the last 15 years and which have allowed women across the globe to understand common areas of concern. FIU will be coordinating a teleconference about U.N. work for women sponsored by the President's Interagency Commission on Women. FAU organized a two-hour public television broadcast on "Women and Race." Last year, FSU was one of the co-sponsors of the exhibition of art by Hispanic and African-American women artists partially funded by the Florida Council on the Arts.

D. Challenges to Florida's Women's Studies Programs

Below are some concerns that the consultant raised or were raised by more than one program. In some cases, some remedies are available through other women's studies programs who have found solutions for a given problem, such as how to identify women's studies majors and minors. Since the consultant's visit was the catalyst for gathering all the SUS women's studies directors together at the same time, they began to realize that they could serve as great

resources to one another if a statewide system that fostered such meetings could be put into place. The South as a region was the slowest in the nation to develop women's studies but in the last ten years has been one of the regions with the highest growth rate in women's studies programs. Several of the Florida programs are active members of the Southeast Women's Studies Association and a few are active in the National Women's Studies Association. But because Florida is geographically isolated from other states, it is all the more important to link its programs statewide and through that to link each of the programs to what is happening nationally.

Regarding some of the other challenges mentioned in the list below, the Board of Regents will need to consider more university wide solutions to what are systemic issues. In no order of importance, the following were some of the issues of concern that emerged in the evaluation:

- identifying who their women's studies students are since the registrar does not track them unless they are declared majors in a women's studies degree program
- identifying women's studies majors and minors earlier since for many students, women's studies is a "found major"
- concern that Florida's policy on excess credit hours will reduce the flexibility that will allow students to "discover" women's studies
- concern that since 67% of students in the upper classes in the state university system began in community colleges where there are few women's studies courses that students will be less familiar with women's studies as a field
- tracking their graduates
- securing more expanded funding both internally and externally

- ❑ how to capture the FTE's that women's studies courses generate but don't get credit for since the vast majority (over 80%) of women's studies courses are offered through traditional departments
- ❑ establishing guidelines for women's studies courses
- ❑ concern about having little or no control over hiring faculty which results in underrepresented disciplines within women's studies that create imbalances on governance boards, hamper the academic development of programs, and create troubling disciplinary gaps
- ❑ dependence on other people's departmental hires to build programs
- ❑ establishing the structures to meet women students, faculty, and staff needs so the women's studies programs can focus on developing their academic programs
- ❑ concerns about the institutional barriers that discourage interdisciplinary work

IV. RECOMMENDATIONS FOR THE STATE BOARD OF REGENTS AND THE UNIVERSITIES

1. The SUS should follow-up on developing through modest funding a statewide organization for women's studies directors across the eight campuses to link, coordinate, share strategies, and foster the development of faculty and opportunities for students. Consider designating a particular campus to initially coordinate this new structure and organize meetings and decide at a later date if the responsibilities should be rotated.

Every women's studies director expressed great enthusiasm for such a statewide collaboration. They already have benefitted by the shared documentation of the programs in the state facilitated by the research compiled by Lena Juárez of the SUS office that grew out of the self-studies for the Board of Regents.

Statewide collaboration should involve an e-mail link, at least one meeting a year, some travel money, and a modest allocation for administrative support. The big ten schools in the Midwest through the Committee on Institutional Cooperation (CIC), provides such opportunities for women's studies directors as well as athletic directors, provosts, admissions officers, etc. The routine data they collect and share between them has led to strengthening the weaker programs, discovering possibilities for collaboration and cost-savings, partnership in some joint fund-raising proposals, improvement of the overall quality of the programs, and a strong peer group to sustain directors in their multiple tasks.

2. Develop effective mechanisms that will support better coordination between women's studies offerings in community colleges in the system and the four year institutions by creating opportunities for faculty development, faculty exchanges, development of women's studies at the first and second year levels, and more interaction and coordination between the two sectors in the SUS.

3. Regents and universities should create some process to review whether the kind of appropriate structures are in place at each institution that contributes to improving the climate for women students, faculty, administrators, and staff on campus. Are there, for instance, women's centers, women's commissions, day care centers, flexible work time and parental leaves, a process to encourage hiring women in underrepresented disciplines, clear sexual harassment policies and options for resolving date rape cases, designated financial personnel who investigate financial compensation patterns to be sure there is no indication of discrimination against women, processes to insure that women are not discriminated against at promotion and tenure, especially given the fact that 85% of the full professors in the system are white males, and full professors as a group often have a disproportionate influence over both decisions.

4. Consider, where appropriate and necessary, adding a faculty line or two beyond the line granted in some programs to women's studies directors to ensure that every women's studies program has the ability to develop their academic program in ways commensurate with their institution and its goals.

Florida State University (FSU), for instance, is already deeply engaged in activities with the state government and is exquisitely located to develop a women and public policy program but hampered from doing so because it is utterly dependent on the hiring preferences of departments to whom women's studies is not necessarily a priority.

Where a full line is not possible or warranted, be sure that women's studies directors have some allocated funds that permit them to "buy" faculty time so a given faculty member can be released by his or her chair to teach a women's studies course and someone else can be hired to teach the departmental course.

The Regents might consider as well funding a Visiting Women's Studies Scholar statewide who might be shared either regionally or statewide to expand and deepen the offerings in women's studies, offer a series of public lectures, or provide research opportunities for students,

A problem identified throughout the system was how to initiate women's studies courses in colleges or disciplines where few or no women's studies exist or are likely to exist in the near future. Providing some means of funding through special course development allocations, new faculty lines, visiting professorships, or faculty development initiatives could help solve this system-wide dilemma.

5. Encourage the chief academic officer at each institution to make policy comparisons with comparable programs and peer institutions to avoid what appear to be some inequalities across the system and note where support could be equalized. One campus, for example, offers no release time for the women's studies director even though there is a minor and a steady growth in the program over the past three years.

6. Encourage academic administrators to make summer stipends available for faculty development in women's studies, a field that emerged after most of the professors in the Florida system had already completed their degrees but which has influenced recent scholarship in most disciplines, especially those in the humanities and social sciences and increasingly in the sciences. It will help expand the number of qualified faculty to teach women's studies courses and will meet the needs of Florida's students, the majority of whom are women. The administrators should consider what faculty development initiatives are currently underway which might dovetail with common concerns such as diversity initiatives, service learning initiatives, new general education reforms, new pedagogical initiatives through Teaching and Learning Centers, etc.

7. Consider exceptions to the 120 hour limit for programs such as women's studies and others that were not offered widely--or at all--in community colleges.

8. Develop a better mechanism for counting FTE's that will give due credit to women's studies programs. The system to record FTE's currently credits only the departments where faculty have their appointments. Since the vast majority of women's studies faculty do not have women's studies appointments, the role of women's studies programs in developing and sustaining these courses is not visible on any charts.

Find a way to share credits, link FTE's to programs as well as to where a faculty line is housed, or some more equitable way to acknowledge the special complexities of

programs like women's studies which very likely parallel the dilemmas of other similar programs in the system. If FTE's become the formula for funding, it will be hard for interdisciplinary programs, "found" majors, and smaller programs. When university resources are FTE driven under the current system, there is little incentive for departments to cooperate.

APPENDICES

A. CONSULTANT'S VITA

CARYN McTIGHE MUSIL

Senior Research Associate, Association of American Colleges and Universities
Associate Director
"American Commitments:
Diversity, Democracy, and Liberal Learning"
Director,
Program on the Status and Education of Women

1818 R Street, N.W.
Washington, D.C. 20009
(202) 387-3760 (W)
(301) 493-4571 (H)

ACADEMIC DEGREES

Northwestern University	Ph.D.	1974
Northwestern University	M.A.	1967
Duke University	B.A., with honors	1966

PROFESSIONAL EMPLOYMENT

Current position:
Senior Research Associate, Association of American Colleges & Universities, 1991-
Associate Director, "American Commitments: Diversity, Democracy and Liberal Learning," AAC&U, 1993-present
Director, Curriculum and Faculty Development Network on U.S. Diversity (sixty-five institution national network), AAC&U 1993-present
Director, Program on the Status and Education of Women, 1993-present

Senior Fellow, Association of American Colleges, 1991-1992

National Project Director, 1989-1993
NWSA FIPSE Project in Collaboration with AAC, "The Courage to Question: Women's Studies and Student Learning"

George Washington University
Visiting Professor, Women's Studies Program, Spring, 1991

National Women's Studies Association
Executive Director, 1984-1991

La Salle University, Philadelphia, Pennsylvania
Associate Professor, English, 1971-1987

Indiana University-Purdue University at Indianapolis, Indiana
Lecturer, 1969-1970

Wright Junior College, Chicago, Illinois
Instructor 1967-1968

ADMINISTRATIVE OFFICES

Project Director, National Science Foundation, "Women and Scientific Literacy: Building Two-Way Streets," a three-year grant to work with ten colleges and universities to incorporate gender into science courses and science into women's studies courses, 1996-1999.

Project Director, National Endowment for the Humanities, "Boundaries and Borderlands: The Search for Recognition and Community," grant awarded to AAC&U to organize a ten-day summer institute for 260 faculty members, 1995, and for 180 faculty members in 1996.

Executive Director, National Women's Studies Association, 1984-1991

Project Director, Fund for the Improvement of Postsecondary Education, "The Courage to Question: Women's Studies and Student Learning," three-year grant awarded to NWSA, August 1989-1992

Coordinator, La Salle University Women's Studies Program, 1982-1985

Project Director, Pennsylvania Humanities Council Conference Grant, "Reviewing Our Past/Charting Our Future: Fifteen Years of Feminist Thought and Action," Fall, 1984

President of the Board, Building Blocks: Child Development Center, Inc., 1975-1981

Title IX Coordinator, La Salle University, 1976-1977

HONORS AND AWARDS

Who's Who of American Women, 1995-1996 Edition

Pennsylvania Humanities Council Commonwealth Speaker, 1987

Pennsylvania "Woman of Distinction," Pennsylvania Women's Campaign Fund, 1986

Summer Grant, La Salle University, 1983, to work on a book, The Clarion and the Cross: Mary Arnold Ward

Semester's Research Leave, 1983, to begin writing a book, The Clarion and the Cross: Mary Arnold Ward

Summer Grant to do library research in England, La Salle University, 1982

National Endowment for the Humanities Summer Seminar, "Feminism, Modernism, and Feminist Criticism," Sandra Gilbert and Susan Gubar, Directors, University of California at Davis, 1981

Summer Grant on Feminist Theory, La Salle University, 1980

Northwestern University Scholarship, 1969-1970

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PUBLICATIONS

"Diversity and Educational Integrity," in Handbook of the Undergraduate Curriculum, edited by Jerry Gaff and James Ratliffe. San Francisco: Jossey-Bass Inc, forthcoming.

"The Maturing of Diversity Initiatives on American Campuses," special issue on multiculturalism and diversity in higher education in American-Behavioral Scientist, forthcoming, November/December, 1996.

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"Teaching Women's Studies: Contamination or Cure?," in Handbook of College Teaching: Theory and Applications, edited by Keith W. Prichard and R. McLaren Sawyer. Westport, Connecticut: Greenwood Press, 1994.

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"Opening the Window: Teaching Women's Studies," in Handbook of College Teaching: Theory and Applications, eds. R. McLaran Sawyer and Keith W. Prichard. Greenwood Press. (Forthcoming, 1993.)

Principal Author, "Funding Women's Studies," Transforming the Curriculum: Ethnic Studies and Women's Studies, eds. Johnnella E. Butler and John C. Walter. Albany, NY: State University of New York Press, 1991.

Editor, Liberal Learning and the Women's Studies Major: A Collection of Syllabi and Program Models. College Park, MD: National Women's Studies Association, 1991.

Chair, National Task Force Authorship, "The Women's Studies Major," Liberal Learning and the Arts and Sciences Major: Reports From the Fields. Washington, D.C.: Association of American Colleges, Volume 2, 1990.

Editor, NWSA Directory of Women's Studies Programs, Women's Centers, and Women's Research Centers. College Park, MD: National Women's Studies Association, 1990.

"In Search of a Metaphor for the Major: A Feminist Challenge," Liberal Education, 76, No. 4 (September/October 1990): 18-21.

Review of Women in Academe: Progress and Prospects, Thought and Action: The NEA Higher Education Journal, V, No. 1 (Spring 1989): 97-100.

"Mrs. Humphry Ward," Victorian Britain: An Encyclopedia. Sally Mitchell, ed. New York: Garland Press, 1988.

"Abram and Owen," Women's Studies, 13 (Fall 1986): 46-61; rpt. in The Female Imagination and the Modernist Aesthetic, eds. Sandra Gilbert and Susan Gubar. New York; Gordon & Breach Science Publishers, 1986.

"NWSA Lives!: 1983 Conference Report," Feminist Studies, 10, No. 2 (Spring 1984).

"A. S. Byatt," in British Novelists Since 1960. Detroit: A Bruccoli Clark Book,

1983, pp. 194-205.

"1776-1976: The Ladies Rebellion," Four Quarters, 25, No. 4 (Summer 1976): 19-27.

OTHER PROFESSIONAL CONTRIBUTIONS

Executive Board, National Council for Research on Women, 1995-

Advisory Board for the Washington Center's seminar, "Multicultural Education." 1993-94.

Ex Officio Member, Commission on Women, American Council on Education, Office of Women, 1992-

Editorial Board Member of NWSA Journal, 1987-1992

Editorial Board Member of Journal of Holistic Health, 1986-1990

Referee for Speech Communications Association of Pennsylvania Annual Journal, 1988

Chair, NWSA Task Force on the Women's Studies Major, Association of American Colleges Grant from the Fund for the Improvement of Post Secondary Education and from the Ford Foundation, 1988-1991

Proposal Reviewer, Fund for the Improvement of Postsecondary Education, Spring, 1988, 1991

Member, Middle States Accreditation Team for Sojourner-Douglass College, March 1985

GRANTS AWARDED

Project Director, National Science Foundation, "Women and Scientific Literacy: Building Two-Way Streets," awarded to AAC&U for a three-year curriculum and faculty development grant in the sciences and women's studies, 1996-1999.

Project Director, National Endowment for the Humanities, "American Commitments in a Diverse Democracy," awarded to AAC&U for a two-year curriculum and faculty development project with 20 academic institutions, 1995-1997.

Project Director, National Endowment for the Humanities, "Boundaries and

Borderlands: The Search for Recognition and Identity," awarded to AAC&U, 1994-1995.

Project Director, Fund for the Improvement of Postsecondary Education, "The Courage to Question: Women's Studies and Student Learning," three-year grant awarded to NWSA, August 1989-1993

The Sophia Fund, for Invitational Conference, "Women's Studies: The Third Decade," Washington, D.C., October 5-8, 1989

Project Director, Pennsylvania Humanities Council Conference Grant, "Reviewing Our Past/Charting Our Future: Fifteen Years of Feminist Thought and Action," Fall 1984

Capital Funds Grant, Fire Tower for Building Blocks: Child Development Center, The Philadelphia Foundation, 1979

Capital Fund, Grant Building Renovation, Building Blocks: Child Development Center, The William Penn Foundation, 1977

PAPERS AT PROFESSIONAL ASSOCIATIONS AND MEETINGS

"A Gallery of Icons: Picturing America Anew," Plenary Session, National Collegiate Honors Council Conference, Pittsburgh, November 1, 1995.

"A Gallery of Icons/A Classroom of Iconoclasts," Plenary Session, AAC&U National Curriculum Conference, "Teaching Diversity/Diversifying Teaching," New Orleans, February 17, 1994.

"My Voice and Yours: Speaking Our Minds," Plenary Session, University of Vermont Conference, "Reconciling Gender Issues in Higher Education," October 5, 1993.

"A Separate Piece or Inseparable Pieces?: Diversity and Education," Keynote, 24th Annual Colloquium, The Graduate Program at Vermont College of Norwich University, July 31, 1993.

"Private Conversations for the Public Good: Assessing the Humanities," Plenary Session, American Association for Higher Education Conference on Assessment in Higher Education, Miami Beach, June 22, 1992.

"Architects for the Universities of the 21st Century," Plenary Session, American Association for Higher Education, San Francisco, California, April 2, 1990.

"Green Eggs and Ham: Women's Studies and Higher Education," Keynote, Conference Sponsored by the Higher Education Center Women's Program Council and the American Council on Education National Identification Program for Women in Higher Education, St. Louis University, February 23, 1990

"Redesigning the Curriculum for the 21st Century," American Council on Education Annual Meeting, Washington, D.C., January 18, 1990

"Directing Our Futures," Women's Studies: The Third Decade, NWSA Women's Studies Directors Conference, Washington, D.C., October 8, 1989

"Training Women in the Classroom for the World of Work," Paper, Association of American Colleges and Universities Convention, New Orleans, January 6-9, 1986

"Black Women's Voices in the Cantata of American Literature," Paper on Hurston, Morrison, and Walker, Northeast Modern Language Association, Philadelphia, March 29-31, 1984

"Women and World War I: Exploitation or Liberation?" Paper, Mid-Atlantic Region Conference of the National Women's Studies Association, Pennsylvania State University Capitol Campus, October 7-8, 1983

"Anti-Suffrage Women in Britain: 'Us' vs. 'Them'," Paper, National Women's Studies Association Annual Conference, The Ohio State University, June 26-30, 1983

"Men in Arms: Wilfred Owen's Poetry," Paper, Modern Language Association Annual Convention, Los Angeles, December 27-29, 1982

"Shirking Sisterhood: Resistance to the British Suffrage Movement," Paper, Mid-Atlantic Region Conference of the National Women's Studies Association, West Chester State College, October 2, 1982

"The Dominance of the Letter 'I': Soldier Poets in Wilfred Owen and Virginia Woolf," Paper, National Women's Studies Association Annual Conference, Humboldt State University, June 1982

"Some Men Just Dogs: Toni Morrison's Men," Paper, National Women's Studies Association Annual Conference, University of Connecticut, May 31-June 4, 1981

"A Crack in the Window: Confinement and Freedom in Yonnondio," Paper, Mid-Atlantic Region Conference of the National Women's Studies Association, Goucher College, April 4-5, 1981.

"The City Limits: A Literary Account of Inequities," Paper, Urban Studies Conference, "Rebuilding an Old Town," sponsored by the Public committee on the Humanities of Pennsylvania and La Salle University, October 28, 1977

"Fear of Flying: Male Fantasy or Female Fancy?" Symposium, St. Joseph's University, November 1975

OTHER PROFESSIONAL CONTRIBUTIONS

"Diversity and Democracy: The Search for Recognition and Community in America," Diversity Symposium, University of Massachusetts Lowell, May 8, 1996.

"Getting On in Academe," sponsored by the Women's Studies Program, University of Central Florida, March 1, 1996.

"Weaving Women's Lives in the Work Place," Commission on the Status of Women, University of Delaware, June 7, 1995.

Workshop on Women in Higher Education for Departmental Chairs, Associate Deans, and Deans, Towson State University, August 30, 1994.

"Evolving Meanings of Multiculturalism," American Council of Education's Office of Minority Concerns Conference, "One-Third of a Nation," Houston, October 22, 1993.

"Research Questions on Multiculturalism," Association for the Study of Higher Education, Pittsburgh, November 6, 1993.

"I Found My Voice: Women's Studies and Student Learning," American Association for Higher Education Conference on Assessment, Miami Beach, June 22, 1992.

"Student Learning in Women's Studies," National Council for Research on Women Tenth Anniversary Conference, Boston, June 15, 1992.

"The Courage to Question," Panel on the FIPSE Project at the Association of American Colleges Conference, Washington, D.C., January 10, 1992

"Teaching for Change: Assessment in Women's Studies," Panel at the American Association for Higher Education Conference on Assessment in Higher Education, San Francisco, June 28, 1991

"The Courage to Question: Women's Studies and Student Learning," Panel at the American Association of Higher Education Annual Conference, Washington, D.C., March 26, 1991

"Matrix or Major," Panel at the Association for American Colleges Annual Conference, Washington, D.C., January 11, 1991

"The Women's Studies Major," May, 1991, description of the women's studies major to be included in an anthology of majors designed for high schools seniors, published by The College Board in 1991 or 1992.

"Feminist Imperatives for Science and Technology," Panel at the National Association for Science, Technology and Society, Washington, D.C., February 2, 1991

"Gender Differences in Moral Development," St. Patrick's Episcopal Church, October 14, 1990

"Sex Equity and Title IX," Panel, Herbert Hoover Middle School, in-service day for Montgomery County Middle School Teachers, May 3, 1990

"Feminist Theory and Higher Education," Presentation to Senior Staff at the American Council on Education, Washington, D.C., May, 1990

"Redesigning the Curriculum to Meet the Needs of the 21st Century," Panel at the American Council on Education Annual Meeting, Washington, D.C., January 18, 1990

The Women's Studies Major, Preliminary Report of NWSA Task Force, Association of American Colleges Annual Meeting, San Francisco, January 12, 1990

Respondent to Charles Lemert's "Depth as a Metaphor for the Major -- A Postmodernist Challenge," Association of American Colleges Annual Meeting, San Francisco, January 11, 1990

"Women in the Professions and Disciplines: Beyond the Backlash," Panel at the National Network of Women's Caucuses Conference, sponsored by the National Council for Research on Women, Washington, D.C., February 25, 1989

"Love Among the Cactus," Program Notes for Sam Shepard's Fool for Love, and post-performance discussant at University Theatre, University of Maryland, College Park, December 8, 1988

"Ethnic Studies and Women's Studies," Plenary Panel at the National Association for

Ethnic Studies, March 3, 1988

"Sexual Politics in the Classroom and Curriculum," Panel, Philadelphia Federation of Teachers Conference, February 28, 1987

"Sisterhood, Hierarchy, and the Woman Question on Denominational Campuses," Panel, Mid-Atlantic Regional Conference of the National Women's Studies Association Conference, West Chester State University, October 2, 1982

"Conversations with Virginia Woolf, H.D., and Charlotte Perkins Gilman," Enactment for the National Women's Studies Association Annual Conference, Humboldt State University, June 1982; I played Virginia Woolf

Chair and Panel Member, "Mothering Mothers," Panel on Day Care Centers, Mid-Atlantic Region Conference of the National Women's Studies Association, Goucher College, April 4-5, 1981

PUBLIC LECTURES AND WORKSHOPS

"Teaching Diversity/Diversifying Teaching," National Collegiate Honors Council Conference, Pittsburgh, November 1, 1995.

"Warming the Climate for Women Administrators," Association of American Colleges and Universities Conference, San Francisco, January, 1995.

"Dick and Jane Revisited," Duke University Women's Studies Symposium, National Press Club, Washington, D.C., October 29, 1994.

"The Model of the Multicultural University," Martin Luther King Symposium, "American Culture or America--The Multicultural? The Challenge of the 21st Century," University of Michigan, January 17, 1994.

"The Women's Movement in the United States After the Vote," National Museum of American History, for a delegation of European Women Leaders hosted by the Meridian International Center, July 27, 1993.

"Healing Divisions: Women's Studies in the Nineties," University of New Hampshire, November 7, 1990

"In Search of a Metaphor for the Major: A Feminist Challenge," Great Lakes College Association Departmental Chairs' Meeting, October 12, 1990

"Votes for Women -- What's the Big Deal?" sponsored by Women in Higher

Education, the Women's Studies Program, and The University of Akron Faculty Women's Club, The University of Akron, March 9, 1990

"Healing Divisions: Women in Higher Education," Principia College, February 22, 1990

"The Fractured Whole: Women's Studies and Higher Education," Drake University, February 19, 1990

"Contemporary Black Women Writers: A Secret Garden," Stockton State College, September 28, 1988

"Common Goals: Feminist Faculty and Administrators," Summer Institute for Women in Higher Education, Bryn Mawr, July 8, 1988

"The Opening of the American Mind: Women's Studies," Keynote for the Rocky Mountain/Southwest Region Conference of the National Women's Studies Association, University of Denver, May 7, 1988

"Women and Education: Who Needs Them?" Keynote for the National Women's History Month and International Women's Day at Palm Beach Junior College, March 8, 1988

"Women and Education," Panel at the Spirit of Houston/National Women's Conference Committee Conference, Washington, D.C., November 20, 1987

Pennsylvania Humanities Council Commonwealth Speaker, 1987. Public lectures at International Women's Day at Indiana University of Pennsylvania, November 18, 1987; Elizabethtown, November 16, 1987; Muncy State Correctional Institution, June 15, 1987; Lafayette College, April 20, 1987; Marywood College, March 20, 1987; Scranton, March 5, 1987

"Does Women's Studies Make a Difference?" Keynote Dinner Address for Conference, "Educating Women for Leadership," Duke University Women's Studies Program, April 3-4, 1987

"Writing Their Way to Freedom: Twentieth Century Women Writers," Public lecture, Free Library of Philadelphia, November 1, 1986

Welcome Addresses to the National Women's Studies Association Annual Conferences, June 1990, 1989, 1988, 1987, 1986, 1985

"Women and the Working World," Luncheon Address, Business and Professional

Women, Urbana-Champaign, June 11, 1986

"Women's Studies: Coming Into Our Stride," Keynote Address, New England Women's Studies Association Conference, Northern Essex Community College, April 12, 1986

"Women's Studies: Passing Fad or Permanent Fact?" Lecture, Delaware County American Association of University Women, Delaware County Community College, March 11, 1986

"Voices of the Silenced: Women Writing," Philadelphia Free Library Lecture to Librarians, sponsored by the Philadelphia Free Library and the Mayor's Commission on the Status of Women, October 19, 1982

"The Literary Image of Women as Criminals," Lecture, Conference, "Women, Justice, and Dignity Under the Law," sponsored by the Public Committee of the Humanities of Pennsylvania and the Germantown Women's Center, November 21, 1976

"Ah! But for a Pair of Scissors: Women's Psychic and Social Prisons," Lecture, Conference "The Impact of the Changing Roles of Women," sponsored by the Public Committee of the Humanities of Pennsylvania and the Institute of Awareness, August 1975 (Papers and proceedings of the conference published in bound form, August 1976.)

"But I Don't Like Yogurt: Co-education at La Salle," Lecture, La Salle University Faculty Workshop, September 1973

CONSULTING: CURRICULUM, FACULTY, AND PROGRAM DEVELOPMENT WITH SPECIAL EXPERTISE IN WOMEN'S STUDIES AND DIVERSITY

University of Central Florida
Loyola College in Maryland
University of Cincinnati
University of Vermont
University of North Carolina at Greensboro
University of Maryland at College Park
Florida Atlantic University
Stockton State University
Indiana University of Pennsylvania
Mercer University

Oklahoma State University
St. Louis University
Midway College
Principia College
Drake University
Duke University
University of New Hampshire
Brookdale Community College
Towson State University
La Salle University

All-day Colloquium Series, "Breaking the Power Knot," for the Pennsylvania Academy for the Profession of Teaching, October 24, 1990

Week-long Faculty Seminar, "Feminist Theory, Difference, and Curricular Content in the Nineties," Millersville University, January, 1991

Week-long Faculty Institute, "Gender Balance in the Curriculum," Shippensburg University, January 2-7, 1992

Week-long Faculty Seminar, "Race and Gender," Millersville University, January 20-25, 1992.

Three-day Diversity Workshop, George Mason University, May 26-28, 1992.

Weekend Seminar at Columbia Teachers College, "Transforming the Curriculum," April 30-May 1, 1993.

Consultant for the Ford Foundation to evaluate academic institutions funded for their "Race Relations and Campus Diversity Initiative, 1992-1994. Campus visits to Brandeis University, Tulane University, and Haverford College.

Two-day workshop with two other AAC&U colleagues and the New Hampshire College and University Council for ten institutions in the state with a special focus on infusing diversity into the curriculum, Colby-Sawyer College, New London, New Hampshire, October 21-22, 1994.

Consultant for the Ford Foundation for Campus Diversity Initiative Conference for faculty and administrators from 24 colleges and universities in India working on diversity initiatives, Goa, India, February, 1996.

Evaluation Facilitator for the Ford Foundation's National Center for Urban Partnerships Evaluation Project which involves 16 cities that have formed city-wide

partnerships designed to increase the numbers of at risk students who move successfully from K-12 system to colleges and universities. 1994-1996.

BOARDS

President and Board Member, Shaw Community Ministry, an urban social services outreach ministry, 1994-present
Executive Committee and Board Member, National Council for Research on Women, 1990-1991, 1995-present
Board Member, Lincoln-Westmoreland Housing, 1992-present
Advisory Committee, Women's Education Project, The College Board, 1992.
Board Member, Women's Hall of Fame, Seneca Falls, New York, 1988-1991
Board Member, Lincoln-Westmoreland Housing, Inc., 1991-Present
Advisory Board, The Washington Center, for Symposium "Women as Leaders," 1984-1986
Board Member, Community Women's Education Project, providing college credit courses to women in a Philadelphia working-class neighborhood, 1984-1987
President and Board Member of Building Blocks: Child Development Center, 1973-1986

WOMEN'S STUDIES COURSES TAUGHT

Feminist Theory (Graduate level)
Varieties of Female Experience
Women and Literature
Women Writers
The Image of Woman in British & American Culture, 1792-1973
The Heroine in Modern American Fiction
The Independent Woman: The Politics of Freedom
Women and History (History Department Course)
The American Woman (History Department Course)
Literature and the Sexes
Modernism and Feminism
The Contemporary American Women's Movement (history, literature, and film)

GENERAL COURSES TAUGHT

English Composition
Major Authors
Concepts of Heroism

Literature and Values
American Dreams/American Nightmares
Discovery and Response
The Experience of Short Fiction
Experience of Literature
The Modern Novel
Dynamics of Human Communication
Freshman Interdisciplinary Program

UNIVERSITY SERVICE, La Salle University

Faculty Senate
University Promotion and Tenure Committee
Honorary Degree Committee
Women's Studies Steering Committee
Athletic Committee
Faculty Welfare Committee
Student and Faculty Affairs Committee
English Departmental Board
Black History Month Planning Committee
Urban Studies Board
Professional Women of La Salle
Women on Campus, Adviser to Student Group

PROFESSIONAL ASSOCIATIONS

Society for Values in Higher Education, 1992-
Center for Feminist Interdisciplinary Research, University of Maryland, 1988-1991
American Association for Higher Education, 1990-Present
National Council for Research on Women, 1988-Present
Penn Mid-Atlantic Seminar, 1985-1987
Mid-Atlantic Region of the National Women's Studies Association, 1979-Present
National Women's Studies Association, 1979-Present
Delaware Valley Women's Studies Consortium, 1973-1987
Northeast Modern Language Association, 1983-1984
Modern Language Association, 1971-1984

B. WOMEN'S STUDIES ACADEMIC OFFERINGS

WOMEN'S STUDIES ACADEMIC OFFERINGS

Univ.	Academic Home	Program Types & Levels	Academic Emphasis	CIP Code	Admission Requirements	Completion Requirements
FAU	Women's Studies Center (Type II), Schmidt College of Arts & Humanities (1986)	proposed M.A. (1997)	interdisciplinary		graduate student admission	30 cr hrs total; 12 hrs graduate seminars; 12 hrs electives; 6 hrs thesis or internship/research project; pass comprehensive exam
		baccalaureate certificate (1986)	social sciences; humanities; health & human services	05.0207	degree and non-degree seeking students eligible	15 cr hrs total; WST 3010; 3 core courses; 1 context course; earn "C" or better
FIU	Women's Studies Center (1982), College of Arts & Sciences	B.A. (Fall 1996)	humanities	05.0207	complete lower division reqs (inc. CLAST) - 60 cr hr	30 cr hr total; 4 core courses; 6 electives; earn "C" or better
		baccalaureate certificate (1982)	interdisciplinary		upper division students eligible	18 cr hr total; 3 required courses and 3 electives
		Graduate tracks	sociology/anthro-pology; religious studies		graduate degree program admission	complete required courses in these tracks
		Graduate concentration in Development	international studies		graduate degree program admission	complete required courses in that concentration area
FSU	College of Arts & Sciences	baccalaureate major (offered under Bachelor's degree program in Humanities)	interdisciplinary		current interested undergraduates apply to Women's Studies office	33 cr hrs total; 9 hr WST courses inc. WST 3251; 12 hrs approved cross-listed courses in 4 areas; 12 hrs electives; only 6 hrs double-counted; maintain 2.0 GPA
		baccalaureate minor	humanities (including history and the arts)		declare 2 semesters before graduation	15 cr hrs total; 4 core courses; 1 core elective or approved special topics & related courses; courses cannot count for major
		graduate (M.A., Ph.D.) minors	interdisciplinary		approval of major professor and Program Director	9 cr hr for M.A.; 12 cr hr for Ph.D.; courses cannot count for major; courses approved by Prog. Director

WOMEN'S STUDIES ACADEMIC OFFERINGS

Univ.	Academic Home	Program Types & Levels	Academic Emphasis	CIP Code	Admission Requirements	Completion Requirements
		graduate concentrations	humanities, social sciences, and education		current graduate status	developing a gender speciality supplements women's studies minor
UCF	College of Arts & Sciences	baccalaureate minor graduate coursework	arts & sciences, health & public affairs, education, engineering	n/a	none	18 cr hrs total; Introduction to Women's Studies; maintain 2.0 GPA in courses
UF	Center for Women's Studies and Gender Research (Type II - 1994), College of Liberal Arts & Sciences	baccalaureate major (within Interdisciplinary Program of the College of Liberal Arts and Sciences)	interdisciplinary	n/a	3.0 GPA; sponsorship of 2 faculty; approval of CLAS IDS faculty committee for courses and thesis project	28 cr hr total; 18 hrs approved in 2 depts; WST 3010 (core course); independent study and thesis; earn "C" or better
		baccalaureate minor	interdisciplinary; can have science and technology orientation	n/a	currently enrolled students are eligible	15 cr hr total; WST 3010; 9 hrs at 3000+ level; earn "C" or better; no course double-counting
		graduate certificate (1993)	interdisciplinary	n/a	grads apply to Center for Women's Studies and Gender Research	12 cr hrs total; 6 hrs required courses; 6 hrs of electives; 1 gender-related project
		graduate certificate in development (1995)	gender, agriculture and economic development	n/a	grads apply to Center for Women's Studies and Gender Research	12 cr hrs total; 6 hrs required courses; 6 hrs of electives; 1 gender-related project
		Ph.D. concentration	interdisciplinary; can have science and technology orientation	n/a	grads send application to Dir. of Women's Studies & Gender Research Program; student may need to take 1 or more core courses	courses approved by major advisor as part of degree design process; women's studies faculty participate in 5 member dissertation committee; dissertation must focus on gender

WOMEN'S STUDIES ACADEMIC OFFERINGS

Univ.	Academic Home	Program Types & Levels	Academic Emphasis	CIP Code	Admission Requirements	Completion Requirements
UNF	College of Arts & Sciences	baccalaureate minor	interdisciplinary	varies	undergraduate status	15 cr hr total; core course - SYA 4930 or POS 4930; no more than 3 hrs at lower level and 6 hrs transferred into program
USF	Department of Women's Studies, College of Arts & Sciences	proposed M.A. (1997)	interdisciplinary	05.0207	graduate student admission	33 cr hrs total; 12 hrs of core courses; 15 hrs of electives; 6 hrs thesis or internship
		B.A. (1987)	interdisciplinary	05.0207	current undergraduate status	36 cr hrs total; 6 hrs in core courses - WST 3011 & 4935; 18 hrs in 6 concentration areas; 12 hrs of electives
		baccalaureate minor	interdisciplinary		current undergraduate status	18 cr hrs total; WST 3010 or 3011; 15 hrs in 6 concentration areas with no more than 2 from 1 area and 2 at 4000+ level
		concentration in Women of Color Studies (1990)			current undergraduate status	15 cr hrs from selected upper-level courses
UWF	Department of English and Foreign Languages	baccalaureate minor (classified under Sociology Dept.)	sociology	45.1101	current undergraduate status	15 cr hrs total; core course SYD 3810, Introduction to Women's Studies; 3 hrs in social sciences; 3 hrs in humanities; earn 3.0 GPA
		baccalaureate certificate	social sciences, humanities		current undergraduate status	same as above

C. LIST OF WOMEN'S STUDIES PROGRAM DIRECTORS

WOMEN'S STUDIES PROGRAM DIRECTORS' ADDRESSES

Name	Univ.	Address	City	St.	Zip Code	Phone #	Fax #	E-Mail Address
Dr. Carole Adams	UCF	Department of History, Fine Arts Bldg. 524	Orlando	FL	32816-1350	sc 345-3258	sc 345-5156	cadams@pegasus.cc.ucf.edu
Dr. Jean Bryant Dr. Nancy De Grummond (acting Dir. for Fall 96)	FSU	Women's Studies Program - 2029	Tallahassee	FL	32306-2029	sc 284-3488 sc 284-9514	sc 284-6402	jbryant@mailer.fsu.edu
Dr. Marilyn Hoder-Salmon	FIU	Women's Studies Ct. DM-212 University Park	Miami	FL	33199	sc 441-2408	sc 441-3143	wschoder@servms.fiu.edu
Dr. Dorothy Leland	FAU	777 Glades Road	Boca Raton	FL	33431	sc 238-2126	sc 238-2997	dleland@acc.fau.edu
Dr. Linda Lopez-McAlister	USF	Dept. of Women's Studies, Coll. of Arts & Sciences, HMS 413	Tampa	FL	33620	sc 574-0982 sc 574-3496 (dept.)	sc 574-0336	mcaliste@chuma.cas.usf.edu
Dr. Mary Lowe-Evans	UWF	11000 University Pkwy., Bldg. 50	Pensacola	FL	32514	sc 680-2924	sc 680-2935	mevans@uwf.edu
Dr. Sue Rosser	UF	P.O. Box 15200, 115 Anderson Hall	Gainesville	FL	32611	sc 622-3365	sc 622-4873	srosser@wst.ufl.edu
Dr. Carolyn Williams	UNF	Dept. of History, Philosophy & Religious Studies	Jacksonville	FL	32224	sc 861-2886	sc 861-2652	none